CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A JUNIOR HIGH SCHOOL

BILINGUAL LANGUAGE PROGRAM

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in Secondary Education

by

Claire Lois Silverman

May, 1975
The thesis of Claire Lois Silverman is approved:

Committee Chairman

California State University, Northridge

May, 1975
DEDICATION

This project is dedicated to
My husband, Lew,
without whose encouragement my
teaching career
would never have reached this point
ACKNOWLEDGMENT

I wish to express my gratitude and appreciation to these professors at California State University, Northridge, who encouraged me.

Special recognition is forthcoming to Dr. Charles H. Heimler, an invaluable adviser, and Dean Luis F. Hernandez, who lead me into a new and exciting teaching field.

C.L.S.

iv
ABSTRACT

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Recent federal and state legislation has been adopted which requires the implementation of bilingual education. This project cites parts of this legislation as well as knowledgeable individuals who describe how and when learning, language learning, traditional teaching, and bilingual teaching can and should take place. The situation as it currently exists with regard to the Los Angeles Unified School District is described, as well as recent statistics and other facts regarding the large rate of Mexican-Americans who respond negatively to the schools' holding power during junior and senior high school years.

This project contains language teaching programs which are planned primarily for students who are limited English-speakers. The main teaching media are folk music, poetry, and fables, all of which are intended to motivate students to express themselves through folk music, poetry, and written composition.

The materials selected are comprised almost entirely of
similar bilingual or multilingual literature and song lyrics. Activities are planned to develop similar ways of expressing similar or identical ideas. All aspects of this project, in fact, endorse the methodological consideration of avoiding word-for-word translations. The reasons for this approach are as follows: (1) certain themes or ideas may be distorted when they are literally translated; (2) certain themes or ideas may be difficult to understand without teaching about the cultures from which they originated; (3) student expression may be distorted and/or inhibited when it is limited to literal translation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>DEDICATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
</tbody>
</table>

**CHAPTER**

<table>
<thead>
<tr>
<th>I. STATEMENT OF THE PROBLEM</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the Project</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of this Chapter</td>
<td>2</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>6</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>Delimitations</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. REVIEW OF RELATED LITERATURE</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the Project</td>
<td>10</td>
</tr>
<tr>
<td>Purpose of this Chapter</td>
<td>10</td>
</tr>
<tr>
<td>Facts Regarding Learning</td>
<td>10</td>
</tr>
<tr>
<td>Facts Regarding Language Learning</td>
<td>11</td>
</tr>
<tr>
<td>Results of Traditional Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Results of Bilingual Teaching</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. METHODOLOGY</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>15</td>
</tr>
<tr>
<td>Content of this Chapter</td>
<td>15</td>
</tr>
<tr>
<td>Methodological Assumptions</td>
<td>16</td>
</tr>
<tr>
<td>Limitations</td>
<td>16</td>
</tr>
<tr>
<td>Suggested Equipment</td>
<td>16</td>
</tr>
<tr>
<td>Educational Activities Using Folk Songs</td>
<td>17</td>
</tr>
<tr>
<td>Educational Activities Using Poetry</td>
<td>19</td>
</tr>
<tr>
<td>Educational Activities Using Fables</td>
<td>21</td>
</tr>
<tr>
<td>Educational Activities Using Composition</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. CONCLUSIONS AND RECOMMENDATIONS</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions</td>
<td>27</td>
</tr>
<tr>
<td>Recommendations</td>
<td>27</td>
</tr>
</tbody>
</table>

NOTES                                           | 29   |

BIBLIOGRAPHY                                     | 31   |

DISCOGRAPHY                                      | 34   |
<table>
<thead>
<tr>
<th>APPENDICES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX A. Some Typical Phonetic Problems to Anticipate</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX B. Songs Listed According to Degree of Difficulty</td>
<td>36</td>
</tr>
<tr>
<td>APPENDIX C. Songs Categorized by Subject</td>
<td>37</td>
</tr>
<tr>
<td>APPENDIX D. Examples of Student Poetry</td>
<td>39</td>
</tr>
<tr>
<td>APPENDIX E. Examples of Short Written Work of Students</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIX F. Examples of Student Compositions</td>
<td>50</td>
</tr>
<tr>
<td>APPENDIX G. Examples of Word Searches</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX H. Additional Activities</td>
<td>66</td>
</tr>
<tr>
<td>APPENDIX I. Additional Teaching Material Sources</td>
<td>81</td>
</tr>
</tbody>
</table>

viii
CHAPTER I
STATEMENT OF THE PROBLEM

Summary of the Project

Recent federal and state legislation has been adopted which requires the implementation of bilingual education. This project cites parts of this legislation as well as knowledgeable individuals who describe how and when learning, language learning, traditional teaching, and bilingual teaching can and should take place. The situation as it currently exists with regard to the Los Angeles Unified School District is described, as well as recent statistics and other facts regarding the large rate of Mexican-Americans who respond negatively to the schools' holding power during junior and senior high school years.

This project contains language teaching programs which are planned primarily for students who are limited English-speakers. The main teaching media are folk music, poetry, and fables, all of which are intended to motivate students to express themselves through folk music, poetry, and written composition.

The materials selected are comprised almost entirely of similar bilingual or multilingual literature and song lyrics. Activities are planned to develop similar ways of expressing similar or identical ideas. All aspects of this project, in fact, endorse the methodological consideration of avoiding word-for-word translations. The reasons for this approach are as follows: (1) certain themes or ideas may be distorted when they are literally
translated; (2) certain themes or ideas may be difficult to understand without teaching about the cultures from which they originated; (3) student expression may be distorted and/or inhibited when it is limited to literal translation.

This chapter presents recent legislative action, current programs, and present needs regarding bilingual education. The latter applies specifically to the Los Angeles Unified School District. The purposes of the project are presented, as well as the main reasons for its development, the ways in which it can be used, the context within which it can be applied, and definitions of significant terms used.
STATEMENT OF THE PROBLEM

Background of the Problem

Kobrick (1972) describes the official recognition and acceptance of bilingual education in the United States as follows:

In 1967... a bilingual education bill in Congress... finally passed, in modified form, as an amendment to Title VII of the Elementary and Secondary Education Act of 1965....

The psychological impact of the federal Bilingual Education Act... cannot be overestimated. It reversed a fifty-year-old "one-language" policy and committed the moral force of the national government to meeting "the educational needs of the large numbers of children of limited English-Speaking ability in the United States." (p. 58)

He provides information regarding state legislation:

Since 1968 eleven states have passed laws permitting local school districts to provide bilingual instruction.... Massachusetts passed the nation's first comprehensive state bilingual education law. The law declares that classes conducted exclusively in English are "inadequate for the education of children whose native tongue is another language and that bilingual education programs are necessary to ensure equal educational opportunity to every child.".... The law calls for the use of both a child's native language and English as mediums of instruction and for the teaching of history and culture associated with a child's native language. Massachusetts thus became the first state to require school districts to provide bilingual programs for children whose first language is not English. (pp. 54, 58)

California State Assembly Bill No. 2817 of January 16, 1974, made bilingual education a reality in California. Some of its specifics are as follows:

Appropriates $11,000,000 for the 1974-75 fiscal year to the Department of Education for the Bilingual Education Act of 1972. Provides that not more than $500,000 thereof may be used by the department for administration of the Bilingual Education Act of 1972. Appropriates $4,800,000 for purposes of the Bilingual Teacher Corps Program, for expenditure during fiscal years 1974-75 to 1978-79, inclusive.....
In order to permit much needed bilingual education programs to be operative for as much of the 1974-75 fiscal year as possible, and so facilitate their orderly administration, and to provide assistance to school districts in providing bilingual education programs at the earliest possible time so that federal financial assistance to such school districts is not terminated.....it is necessary that this act take effect immediately. (pp. 1-4)

The U.S. Commission on Civil Rights followed (February, 1974) with some more specifics:

State legislators should enact legislation requiring districts to establish bilingual education to curricular approaches designed to impart English language skills to non-English speaking students while incorporating into the curriculum the children's native language, culture, and history. These programs should be instituted for each group of students whose primary language is other than English, and who constitute five percent of the enrollment or number more than twenty in a given school.

Bilingual education is currently a total program in some Los Angeles Unified School District elementary classrooms. This is not the case in junior high schools where the emphasis is on learning English. Subject classes which are occasionally taught bilingually, such as mathematics and health, use English whenever possible. The use of students' non-English native languages is still discouraged, according to Harrison.

However, the Federal Register of March 12, 1975, specifically states (p. 11594) that bilingual education is to include..... "children of limited English-speaking ability between the ages of three and eighteen inclusive, residing in the school district"!....

Along with many other relevant stipulations, definitions and recommendations for program continuances, the Register authorizes (p. 11593) the "planning for and taking other steps leading to the development of bilingual education programs.....including.....
materials development centers..." This project is intended as a beginning for filling the immediate need for bilingual educational materials in junior high school classrooms.

Statement of the Problem

This thesis focuses on bilingual language development in junior high schools using folk music, poetry, fables, and composition. Significant sub-problems in this overall area of concern are: (1) providing opportunities for students to feel academically successful; (2) providing interesting and enjoyable methods for learning a foreign language (English) and for becoming acquainted with its culture; (3) providing the skills necessary for students to attain economic and social success as adults.

Significance of the Problem

Junior high school can be a beginning or an ending to learning. Foreign language learning can be far more difficult at this age than when a student is younger. Learning English as a second (or foreign) language can, therefore, seem to be an insurmountable drudge, or something interesting and stimulating. The latter is possible when a teacher presents lessons and material on some level or at some point where a student feels comfortable and secure. This approach can be a beginning. Unfortunately, masses of Spanish-speaking Mexican-American junior high school students in Southern California have been taught all subjects in English, a language foreign to them. For many of these students, junior high school has been an ending.
**Assumptions**

Major assumptions employed in this project regarding language teaching are as follows: (1) students can be taught native and foreign language more quickly and effectively when explanations are made in the native language; (2) music can be an effective medium for teaching the rhythm, stress, pronunciation, and vocabulary of a language; (3) the media of folk songs, poetry, and fables of a language can provide rich sources of expression.

Two assumptions regarding language learning are: (1) native language learning can be enhanced as one learns a foreign language; (2) students can learn to express themselves through the media of folk music, poetry, fables, and written composition.

**Hypotheses**

This project has been guided by the following hypotheses:

**Hypothesis 1:** Skills and concept learning need to be taught in a student's native language in order to be understood. If a language foreign to the student is used instead, the student's learning will be inhibited until he is able to understand the new language.

**Hypothesis 2:** Stimulating sources of teaching material can be readily obtained for junior high school bilingual education.
Definition of Terms

For the purposes of this project, the following terms are defined as indicated:

Affective Domain. According to Gronlund (1970), it "... includes those objectives that emphasize feeling and emotion, such as interests, attitude, appreciation, and methods of adjustment." (p. 18)

Bilingual Language Teaching. A field of education in which two languages serve both as the media for instruction and the subject matter.

Chicano. An individual in the United States who tends to reflect some Mexican culture, and who chooses to call himself so.

Cognitive Domain. Gronlund (1970) states that it "... includes those objectives that emphasize intellectual outcomes such as knowledge, understanding, and thinking skills." (p. 18)

Culture. Merriam-Webster (1968) defines it as "The body of customary beliefs, social forms, and material traits constituting a distinct complex of a racial, religious, or social group." (p. 2422)

Dominant Language. As defined in The Federal Register (March, 1975), it is "The language relied upon for communication in the home." (p. 11592)

Folk. According to Merriam-Webster (1968), it is "of or related to the common people or to the study of the common people." (p. 882)

Folklore. Merriam-Webster (1968) defines it as "tradition, customs, beliefs, dances, songs, tales, or sayings preserved orally"
among a people or group." (p. 882)

Folk Song. Merriam-Webster (1968) states that it is "a song originating in or traditional among the common people of a country or region and forming part of their characteristic culture." (p. 882)

Home Language. The language spoken in a person's home environment.

Mexican-American. (See Chicano)

Monolingual Language Teaching. A field of education in which two languages serve both as media for instruction and subject matter.

Multicultural. Representative of more than two cultures.

Native Language. (See Home Language)

Self-concept. The way in which a person sees himself.

Self-image. (See Self-concept)

Tradition. As defined in Merriam-Webster (1968), it is "an inherited or established way of thinking, feeling, or doing."

Traditional Teaching. In this project, it refers to monolingual teaching.
Delimitations

This project is limited to Spanish and English language development for junior high school students (grades seven, eight, and nine) where the majority are limited English-speakers.
CHAPTER II
REVIEW OF RELATED LITERATURE

Summary of the Project

Recent items of federal and state legislation have been adopted which require the implementation of bilingual education. This project cites parts of this legislation as well as knowledgeable individuals who describe how and when learning, language learning, traditional teaching, and bilingual teaching can and should take place. The principles expressed in these citations are the basis of the teaching programs of this project, in which the media are folk music, poetry, fables, and written composition.

Purpose of this Chapter

This chapter presents authoritative statements and statistics which assert that education must have the following qualities if students are to complete high school and/or college: (1) an atmosphere where failure is accepted and treated positively; (2) material which is understandable; (3) encouragement as they learn a new language; (4) a continuation of the study of their native languages (if possible), as well as their use for explaining and describing concepts and the new language.

Facts Regarding Learning

Yanoff (1972) states that students are willing to risk more when they have experienced success; that is, they are willing to try and fail. (p. 114-121) Holt (1972) mentions the many times a baby will
try and fail to do something because he is not afraid of failure and its negative consequences. (p. 41-42) At junior high school age, these consequences can be crucial.

Bruner (1972) sees that which man has discovered for himself to be the most uniquely personal of all that he knows. He also contends that "material that is organized in terms of a person's own interests is material that has the best chance of being accessible in memory." (p. 160-168). The activities suggested in this thesis are intended to coincide with these attitudes of Bruner's. Aesop's Fables were selected as teaching media because, as Fadiman states (1964), "Fables are down-to-earth, full of practicality, little mirrors reflecting ordinary human life, even though the characters are animals...They make us feel that thousands of years ago human beings learned from daily living the same tough, practical lessons you and I have to learn today." (p. 113).

Facts Regarding Language Learning

Lenneberg (1970) clarifies some facts regarding how and why humans learn language. His explanations show how environment determines the language learned:

...while no man inherits a predisposition to learn a specific language, he does inherit a propensity for language learning...so powerful that it is manifested even in physically and mentally handicapped children who are cut-off from a normal linguistic environment...The development of speech in children begins at a predictable age and seems to follow a specific maturational pattern....children create linguistic forms that they have never heard before, that, in fact, do not exist in the adult model. Consequently, a child must possess some innate linguistic capacity beyond what the mechanism of imitation could account for.... (p. 62)
Lenneberg further characterizes the child's language learning abilities, and lack thereof, as he describes the junior high school student linguistically (1970):

Progress in language development usually ceases after the age of twelve or thirteen, after puberty. One sign of the change may be seen in the learning of a second language. The extent of a foreign accent is directly correlated with the age at which the second language is acquired. At the age of three or four practically every child entering a foreign community learns to speak the new language rapidly and without a trace of an accent. This facility declines with age... A dramatic reversal of form occurs during the early teens, however, when practically every child loses the ability to learn a new language without an accent. (p. 8-13)

Troika (1972) further explains the problems of the elder bilingual student:

Bilingualism can be defined simply as the use by a single speaker of two or more languages. Interference concerns the occurrence of an individual's speech of features or elements of one language while he is speaking a second language..... Problems may be phonological, grammatical, or lexical in nature..... The native speakers of a language hear only these classes of sounds which function in their language..... The older the learner, the more ingrained will be the perceptual habits of the native language... The non-English-speaking child may become either a social cripple or one who can enjoy the best of two worlds. (p. 306-318).

Some of the more negative results of this learning difficulty regarding Spanish-speakers is evident in the following section.

Results of Traditional Teaching

In 1970, the U.S. Department of Health, Education, and Welfare stated the following statistics regarding the 10,392 people between the ages of twenty-five and thirty-four with Spanish surnames, living in East-Los Angeles: (1) 1172 men and 1492 women completed tenth grade; (2) 517 men and 163 women completed one to three years
of college; (3) 95 men and 106 women completed four years of college. Lopez (1975) brings the situation up-to-date, and studies it nation-wide:

As of August, 1974, there were approximately 7.7 million school-age children who had limited English-speaking ability or who could not speak English. Ninety percent of these...came from the Spanish-speaking population... less than five percent of the children are actually beneficiaries of bilingual education. (p. 2)

All of these facts seem to point to language as being at the root of the problem.

Results of Bilingual Teaching

Perry (Spring, 1971) declared:

Regarding the learning of Spanish and English, it should be pointed out that Spanish is an easier language to learn. It is phonetic. Learning to pronounce words and to spell and to write are simple when compared with English where the most learned of persons must use a dictionary to check on pronunciation and spelling. There are no children with "reading problems" in Spanish-speaking countries. (p. 4)

Only recently, however, has this knowledge been put into effect.

Ayala (1973) confirms the implementation of bilingual teaching in lieu of English as a second language teaching:

In dealing with non-English-speaking children, American education has stressed the need to teach the dominant language more effectively to non-English-speakers. Such techniques as teaching English as a second language are not designed to improve the child's ...development of his general learning ability. They are designed only to improve his English. Bilingual education, on the other hand, is not merely a teaching technique to improve a child's English through instruction in the child's native language and English. It aims to correct the semi-fluency and ineffective communication which too often result from a child's limited functioning in both languages. (p. 8)

Ayala brought up an important point which many educators do not realize. It is the fact that most Spanish speakers in this country
do not have good Spanish language foundations.

Fernandez (1974) extends the argument in question:

At one time bilingual education was thought of strictly as a transitional vehicle that would prevent stagnation or regression in subject matter learning while English was being acquired. Once the student could function in English, he would be considered capacitated to enter the mainstream of society........Some still believe this is the only program to follow.

But there was indeed another alternative: to continue offering at all levels the Spanish language and subject matter in Spanish along with the English language and subject matter in English. What educational or logical reasons could be advanced for dropping education in Spanish? It would be absurd to offer a student a few years of education in Spanish merely to drop it when he could function in English. Why not continue to capitalize on his gains? (p. 5)

Finally, Covey describes the results of a bilingual program (1973) which he studied. The program involved 200 ninth-grade Mexican-American students in Phoenix, Arizona, all of whom shared the following characteristics: (1) limited English-speaking ability; (2) bilingual home environments; (3) English reading difficulties; (4) English language and mathematics deficiencies. After comparing standard test results from those taught traditionally and those taught bilingually, findings were: significant statistical differences between student groups in all subject areas except mathematics, concluding that bilingual programs significantly improved academic achievement for Mexican-American students in the study.
CHAPTER III
METHODOLOGY

Overview

Recent federal and state legislation has been adopted which requires the implementation of bilingual education. This project cites parts of this legislation as well as knowledgeable individuals who describe how and when learning, language learning, traditional teaching, and bilingual teaching can and should take place. The situation as it currently exists with regard to the Los Angeles Unified School District is described, as well as recent statistics and other facts regarding the large rate of Mexican-Americans who respond negatively to the schools' holding power during junior and senior high school years.

Content of This Chapter

This chapter contains the details of suggested teaching programs planned primarily for students who are limited English-speakers. The main teaching media are folk music, poetry, and fables, all of which are intended to motivate students to express themselves through folk music, poetry, and written composition.

The materials selected are comprised almost entirely of similar bilingual or multilingual literature and song lyrics. Activities are planned to develop similar ways of expressing similar or identical ideas. All aspects of this project, in fact, endorse the methodological consideration of avoiding word-for-word translations.
The reasons for this approach are as follows: (1) certain themes or ideas may be distorted when they are literally translated; (2) certain themes or ideas may be difficult to understand without teaching about the cultures from which they originated; (3) student expression may be distorted and/or inhibited when it is limited to literal translation.

**Methodological Assumptions**

The program is planned for junior high school language classes of predominately Spanish-speaking students. In order to be able to use all the materials, the teacher must be able to understand, speak, read, and write Spanish fluently.

**Limitations**

The activities will serve predominately Spanish-speaking junior high school students, and may be adapted to serve elementary and high school students.

While some of the songs may be familiar to the teacher, others will have to be learned or replaced with familiar ones. The teacher will also have to supply songs for students whose heritage is not represented in the song lists.

**Suggested Equipment**

The following are suggested equipment and materials which may be helpful for implementing the program: (1) tape recorder, pre-recorded and blank tapes; (2) phonograph and records of songs to be taught; (3) guitar, banjo, piano, or autoharp; (4) overhead projector with blank transparencies; (5) room decor (such as pictures and language samples) which depict the heritage of all students in the class.
Educational Activities Using Folk Songs

Activities Described

Before attempting to teach skills or concepts, folk songs can be used to provide musical enjoyment, perhaps in the form of daily warm-ups with simple or familiar songs. It is beneficial to introduce new songs regularly, because they will contain varying pronunciation, stress, rhythm, and/or vocabulary.

The teaching of language should, logically, progress from the simple to the more complex. The speed of progression depends entirely upon the specific class or the individual needs within it.

Songs can be introduced by phonograph, magnetic tape, or the teacher's voice accompanied by a musical instrument. It is essential that the teacher model the pronunciation of new material in full view of the students, and important that he be constantly aware of pronunciation problems. More complex language, for instance, may be broken down as needed into sounds, words, phrases, and/or sentences. Another means of simplification is to slow down the speed of the song. Specific pronunciation problems for brief drills can be found in the Appendix.

Songs should be reproduced so that each student has a copy to follow, and an overhead transparency of the same thing may be helpful. Reproduced word searches can be used following singing activities, and should contain words which have just been sung (and read).

Some songs lend themselves to improvisation, in which students can substitute or add to original lines or verses.
Lyrics of songs can be dictated by pairs of students—first one, and then the other. When students have corrected this work themselves, they know immediately what their particular listening and speaking problems are.

Meaningful vocabulary words can be derived from songs for spelling or dictionary practice, and students themselves might select the words.

Students can enjoy hearing their group singing (or individual singing, if any students are willing to perform), as recorded on tape.

Examples of Special Uses for songs

"Tumbalalaika" and "The Riddle Song" are both riddle-type love songs. "La Rana" provides animal vocabulary which might be combined in lessons with animal fables, and "San Serení" introduces occupations. Both can be used to encourage students to add alternative words or lines of their choosing. "La Llorona" can stimulate discussion about superstitions and legends which have arisen from various cultures. "Hine Ma Tov" has at least two different melodies which can be changed to suit the mood intended. "Everybody Loves Saturday Night" should be sung in a number of languages, including each one represented in the class. Students can feel a great deal of pride when others try to use their language. The categorizations of songs found in the Appendix show other song themes and combinations. The bibliographical and discographical references tell where the songs may be found.
Educational Activities Using Poetry

Activities Described

An interesting introduction into this potentially complex use of language can be the list of bilingual riddles. Multiple meanings can be introduced here.

Simple, clear poetry can be understood in a new language, but greater complexity can only be understood in the native language at this point. Comparisons of language use in different languages can be interesting, and explanations should be made in native languages whenever possible. The teacher should always read the poetry to the students for better understanding. Students can do so later.

There are ample sources available for poetry reading. Those which have been selected or written for this thesis are either short, simple, or both, due to the introductory stage where the students are expected to be.

The first poetry writing activity can be the simple substitution of individual words into familiar or simple poetry. Later, pairs or small groups of students can write whole verses or poems. One such activity can involve small groups which consist of students fluent in different languages. The writing project is for the students to write the given assignment in the language least familiar to them, but to obtain help from the native speakers in the group. These native speakers will, at the same time, be obtaining help from the others for their assignment. The benefits of this type of activity can be numerous, affectively and cognitively. The finished projects can be presented to the rest of the class. They may also be developed into
dramatic dialogues for presentation to the class.

One more idea is to study how lyricists have used words in folk songs, as compared to certain poems.

Examples of Poems

A bilingual riddle from Alexander, 1971, can be presented when "The Riddle Song" is taught, showing how both depict the same endlessness of a ring:

Round it is, round all over,
Has no stopper, has no cover. (A Ring)

Redondito, redondo,
Sin tapa ni tapón. (El anillo)

The riddle song (See Appendix) says:

I gave my love a ring that had no end
How can there be a ring that has no end?
A ring when its rolling, it has no end

The same book contains a series of nature rhymes, which can stimulate many kinds of discussions, one example is:

There is the star
eating its tar,
Throwing the scraps
into a jar.

Allá está el sol
comiendo su caracol
y echando las cáscaras
a su labor.

Some simple poetry form can be introduced to provide structure for student expression. One form which is exemplified in the Appendix is the cinquain, which has five lines. Other poetry is also represented there. When students see how other students have used poetry forms, they may be inclined to try it themselves.

Paz and Strand provide additional short poems, some presented bilingually, and some within the categories of animals and nature.

This language form can be compared to less dense ones, such as short stories and novels, and individual poems to each other.
Educational Activities Using Fables

Activities Described

Most children of junior high school age have heard some of the sayings which have come from fables, even when they do not recall the fables themselves. The reason is that they have been translated into many languages and have existed for thousands of years. (Jacobs, 1964). Both short and long versions of fables have been published, but those which are shorter have been selected for this project, the reason being that their brevity allows time for immediate comparison with the bilingual counterparts. This kind of study can provide a realization by students of the similar or different ways a single idea or story is presented in two languages. Active discussion can be stimulated, group criticism can follow, and group representatives can present findings bilingually to the class. Each group may wish to select a different fable.

This is the only medium which this thesis is not generally recommending for student writing, due to the students' early stage of language development. However, any interest in doing so should be encouraged.

The final recommendation is that the teacher rewrite the archaic language used in both English and Spanish versions if at all possible, in order to make them more understandable.

Thematic Summaries of Some Fables

The following fables can be found in Jacobs (1964), Fábulas (1967), or in Aesop's Fables (1947).

"The Tree and the Reed", or "La Encina y La Cana" presents a
tree and a reed disagreeing about whether the tall, deep-rooted tree, or the shallow-rooted, easily bending reed is better off. In the end, the reed proves to be more portable.

In "The Fox and the Stork," or "La Zorra y La Ciguena," each has his turn to invite the other to a dinner served so that each guest's eating apparatus cannot get at the food.

In "The Wolf and the Kid," or "El Lobo y el Cordero," a kid was extremely brave toward a wolf when at a safe distance.

"The Frog and the Ox," or "La Rana y el Buey" tells of a father frog who blows himself up to the bursting point to show his son that the ox which the latter saw was no larger than the former could make himself become.

In "The Fox and the Grapes," or "La Zorra y las Uvas," a fox shows a "sour grapes" attitude toward grapes he cannot reach, by saying that they are surely sour.

"The Ant and the Grasshopper," or "La Cigarra y la Hormiga," tells of an ant who shows the grasshopper how worthwhile it is to bother to store food for the winter.

In "The Horse and the Ass," or "El Caballo y el Asno," the ass comes to realize that his humble, hard-working life can be far more valuable than the death which can come to an animal who carries his master to battle.

"The Fisher and the Little Fish," or "El Piececillo y el Pescador," tells of a fisherman who decides to keep the small fish in spite of the latter's plea for freedom until he grows larger. One moral is: "A bird in the hand is worth two in the bush."
In "The Fox and the Crow," or "El Cuervo y el Zorro," a crow is deceived into opening her beak to sing for the admiring fox who only wants the cheese she drops from her beak.

"The Lion and the Mouse," or "El León y el Raton," tells of a lion who frees a mouse he catches with the mouse's promise to return the favor some day, and that day comes.

In "The Goose with the Golden Eggs," or "La Gallina de los Huevos de Oro," a man kills his goose which has been laying golden eggs. His purpose is to find a lot of gold at once, but he finds none.

The "Tortoise and the Eagle" tells of a tortoise who begs an eagle to teach him to fly, but he is only dropped to the rocks below.

"The Tortoise and the Two Ducks," or "La Tortuga y los Patos," tells of two ducks who promise to carry a tortoise to better places far away. They remind the tortoise never to open his mouth during the flight, but the trip and his life end when he cannot keep from talking.

In "The Farmer and His Sons," or "El Labrador y Sus Hijos," a dying farmer tells his sons that all he has to leave them is in the vineyard, so they constantly till it. They expect to find buried treasure, but instead develop the finest vintage ever.

Educational Activities Using Composition

The composition programs of this thesis are intended to make junior high school students feel comfortable writing. This does not, unfortunately, seem to describe the current situation in California in general. There is, in fact, a growing need for remedial English
classes even in colleges, according to the January 29, 1975, Los Angeles Times. Apparently, many students enter college without the ability to express themselves in writing.

A committee of the State University and Colleges Board of Trustees—faced with a rising number of students who are unable to write a simple sentence—took the first step Tuesday to restore remedial English classes to the system's nineteen campuses. (Part II, p. 1, 6)

Activities Described:

This first activity is intended to enable students to achieve satisfaction in their written work. Simple composition practice in the form of short, warm-ups can make writing a habit. Some possible subjects to be assigned are as follows: (1) favorite and least-liked school activities, subjects, sports, rules and regulations; (2) a survey of student opinion; (3) what friends owe one another (possibly followed by group discussion); (4) current news items; (5) sensations put into words, possibly describing film or picture material or fabrics touched with closed eyes; (6) how students spent recent week-ends or vacations, and what they might have preferred doing; (7) what students think of themselves and what they believe others think of them; (8) a brief review or quiz of material covered the previous day. Examples of student responses to such an activity can be found in the Appendix.

This second activity is designed for students who are just learning English, and who have been in class between four and six weeks. The teacher describes the activity to the class, and begins it by introducing to the class library books which represent the heritage of every student, and each student is mentioned at the
appropriate time. The teacher points out some interesting parts or aspects of each book bilingually, and then allows it to be passed around the room. After the students have had an opportunity to share the books, the teacher collects them. Subsequently, each student is casually interviewed before the class by the teacher, who asks leading and comfortable questions about the student and/or his country, perhaps relying partly on the books for support or focus. Whatever the procedure is, it should be planned with the students' comfort and enjoyment in mind if he is to be encouraged to speak.

Another idea for easing the student's interview is the seating arrangement, which ideally would be circular, but may be satisfactory with the teacher and student sitting in front of the class. Next, each student is asked to write in any language he chooses (and hopefully the teacher can either understand it or have it translated), about himself or his place of heritage. The information he previously shared orally with the class is acceptable. Students should be encouraged to request help from one another in correcting completed compositions. When the teacher has corrected and translated all compositions into Spanish and English, the papers are returned to their authors. Each student has four options with regard to the final phase of the activity: (1) to read both translations of his composition aloud to the class; (2) to read his own paper and have the teacher or another student read the translation; (3) to have the teacher or another student read both papers; (4) to have neither paper read aloud.

While it is necessary for students to see the corrected versions
of all their work, it is not necessarily advantageous at this point to provide lengthy grammar lessons or explanations. The continual practice will automatically improve some writing difficulties, and will cause students to ask spelling or grammatical questions themselves.

Examples of student compositions are found in the Appendix.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Related literature presented in this project directs education toward the bilingual approach. The bases of this approach in California are necessity and legislation. Foundations for this approach lie in theories of learning in general, language learning specifically, and current results of traditional and bilingual teaching.

Though there is very little secondary school bilingual curriculum developed at this time, the language teaching programs in Chapter III of this project, when combined with additional sources and material provided in the Appendix, can be the basis of a suitable and appropriate program for junior high school bilingual education.

Recommendations

As a consequence of this project, the following recommendations are designated:

1. That bilingual education as described in this project be available to non-English-Speaking students when their ratios or numbers reach those stipulated in state and federal legislation.

2. That junior high school bilingual education language teachers use material which is interesting, meaningful, and understandable to non-English-Speaking students.

3. That teachers select, modify, and/or add songs according to
the needs of the class and the preference of the teacher.

4. That elementary school teachers select, simplify, and/or modify folk song and fable activities to suit the needs of the class and the preference of the teacher.

5. That senior high school teachers select, combine, or modify folk music, poetry, and/or composition activities to suit the needs of the class and the preference of the teacher.
NOTES

(1) As brought out in the Review of Literature


(3) Ayala "is Project Director of the Area III Valley Intercultural Program... He has been a reader and evaluator of ESEA Title VII proposals for the California Department of Education..." (Ayala, p. 2)

(4) It would be advantageous for the teacher to be able to either adapt songs to student needs, or to have access to the service of someone who can. Some of the following are problems which may arise, along with suggested remedies for them: (A) songs as they are printed may be arranged in a key which seems awkward or uncomfortable to the majority of a class. In such a situation, the song would need to be transposed into a different key; (B) songs as they are printed may contain a few notes which seem too high and/or too low for the range which seems comfortable to the majority of a class. In such a situation, these notes may be changeable without altering the song appreciably; (C) Some songs can be sung in 3/4 rhythm as well as in 4/4 time. One or the other may be the better rhythm for smooth, comfortable language pronunciation. In such a situation, the rhythm may need to be changed; (Another reason for such a change could be variety. (D) An occasional word may seem difficult for students to pronounce within the given context. In such a situation, it may be replaceable with one which is simpler to pronounce; (E) An occasional word may seem to denote something objectionable within the given context. In such a situation, it may be replaceable with one which is more suitable.

(5) With every change that is made, the original sound and intent of the song should be heeded.

(6) Booklets of songs or fables for distribution at appropriate times can be made by reproducing the material. This keeps the songs intact and numbered pages assure easy access to any selection.

(7) The Word Search examples in the Appendix are not correlated with songs.

(8) Note that "verso" in Spanish means "line".
(9) See "Definition of Terms," Chapter I.

(10) The teacher should encourage students to omit their names from this assignment, in order not to inhibit their desire to express themselves.
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APPENDIX A

SOME TYPICAL PHONETIC PROBLEMS TO ANTICIPATE

Problems of Spanish-speakers learning English

/æ/ (hat), /ɪ/ (hit), /ʌ/ (hut)
/sh/, /ʃ/ (ch), /j/ (j) /ʒ/ (as in rouge, azure)
/p/, /b/, /t/, /k/ (aspirated with a puff of air)
/v/, /h/, /l/, /d/
/z/ (as in desde, mismo in Spanish)
/â/ (as in cada, nada in Spanish)
/tt/ (as in pero, cara in Spanish)

Problems of Asians learning English

/r/, /l/

Problems of English-speakers learning Spanish

/a/ (as in part)
/e/ (as in bet)
/i/ (as in seed)
/o/ (as in cone)
/u/ (as in prune)
/ə/ (as in either)
/r/ (as in butter)
/ɒ/ (between /b/ and /v/ in English)
/l/ (more shallow, with tongue on alveolar ridge behind teeth)
/n/ (more shallow, with tongue on back of teeth)
APPENDIX B

SONGS LISTED ACCORDING TO DEGREE OF LANGUAGE DIFFICULTY

Simplest Songs

Down in the Valley (Ives, 1953; DXB-173)
Everybody Loves Saturday Night (Hootenanny, 1963; LDM-11001)
Feliz Navidad (Jose Feliciano recording)
Kumbaya (VSD-79112)
La Bamba (Elena Paz, 1965; LPM-2832; LDM-11001)
Michael, Row the Boat Ashore (Weavers, 1960; AR-524)
Oh, When the Saints Go Marching In (LSO-6006; VSD-2150)
On Top of Old Smokey (Weavers, 1960; VSD-79161)
San Serenit (Bley, 1959)
Sing a Song (Barbra Streisand recording; Carpenters recording)
Skip to My Lou (Fife, 1969; LPM-2832)
Tumbalalaika (Hootenanny, 1969)

More Difficult Songs

A New Day (Student Peace Union, 1966)
Arirang (Hootenanny, 1969; Tradition-2107)
Born Free (Glen Campbell Recording)
Carmen Carmela (Hague, 1969; LDM-11001)
Eres Tu/Touch the Wind (Mocedades Recording)
Guantanamera (Weavers, 1969; LSO-6006; VSD-2150; SP-3614)
Hevenu Shalom Aleichem (Coopersmith, 1971)
Hush Little Baby (Weavers, 1960; DXB-173; CA-3005S; AR-524)
It Could Be a Wonderful World (Pete Seeger Recording)
Las Mananitas (Elena Paz, 1965; FC-7747)
Last Night I had the Strangest Dream (Weavers, 1960)
Mi Caballo Blanco (Elena Paz, 1965)
Red River Valley (Boni, 1947)
Shalom Chaverim (Coopersmith, 1971)
Small World (AR-527)
There's a New World Coming (Cass Elliot Recording)
Weave Me the Sunshine (Paul Stockey recording)

Most Difficult Songs

Arundaun Nore (Tape recording of a student)
Bridge Over Troubled Waters (Simon & Garfunkel recording)
Cielito Lindo (FC-7747)
Hine Ma Tov (Coopersmith, 1971; VSD-79161)
I'm on the Top of the World (Carpenters recording)
Jamaica Farewell (Belafonte, 1962; LSO-6006)
La Llorona (SP-3614)
La Rana (Elena Paz, 1965)
Oh, Had I a Golden Thread (Hootenanny, 1963)
The Riddle Song (KL-1191)
APPENDIX C

SONGS CATEGORIZED BY SUBJECT

Bright Future; Happiness; Peace; Freedom

A New Day
Arirang
Arundaun Nore
Born Free
Hevenu Shalom Aleichem
Hine Ma Tov
It Could Be a Wonderful World
Last Night I had the Strangest Dream
Oh, Had I a Golden Thread
Shalom Chaverim
Sing a Song
There's A New World Coming

Echo Songs

A New Day
Down in the Valley
Feliz Navidad
Oh, When the Saints Go Marching In
On Top of Old Smoky
Sing a Song

Repetitive Songs

Everybody Loves Saturday Night
Guantanamera
Hevenu Shalom Aleichem
La Bamba
La Rana
Mi Caballo Blanco
Michael, Row the Boat Ashore
Oh, When the Saints Go Marching In
San Serení
Shalom Chaverim
Skip to My Lou
Tumbalalaika

Friendship

A New Day
Bridge Over Troubled Waters
Guantanamera
APPENDIX C
(Continued)

Oh, Had I a Golden Thread
Shalom Chaverim
Small World
Weave Me the Sunshine

Love

Carmen Carmela
Down in the Valley
Eres Tu'/Touch the Wind
I'm on the Top of the World
Jamaica Farewell
Kumbaya
La Bamba
On Top of Old Smoky
Red River Valley
The Riddle Song
Tumbalalaika

Multicultural Appreciation

Latin Countries/Spanish Language
Carmen Carmela
Eres Tu'
Feliz Navidad
Guantanamera
La Bamba
La Llorona
La Rana
Las Marianitas
Mi Caballo Blanco
San Serení

United States
Hush Little Baby
Oh, When the Saints Go Marching In
Red River Valley
The Riddle Song
Skip to My Lou

Hebrew/Yiddish
Hevenu Shalom Aleichem
Hine Ma Tov
Shalom Chaverim
Tumbalalaika

Others
Arirang (Korean)
APPENDIX C
(Continued)

Arundaun Nore (Korean)
Jamaica Farewell

For Everyone
Everybody Loves Saturday Night
Small World
APPENDIX D

EXAMPLES of STUDENT POETRY

The following are cinquain (five-line) poems of junior and senior high school English language students written on a single theme:

people
big, little, happy, sad
laughing, walking, talking
they fill the streets
people
time
dark, light
speeding, slowing, stopping
it always moves on
time
dog
shaggy, brown
panting, barking, growling
it follows people home
puppy
war
deadly, bloody
shooting, fighting, killing
people drop dead
war
pollution
black, ugly,
coughing, sneezing, blinking
what dirty air!
smog
fire
yellow, hot
burning, destroying, melting
it is our enemy
fire
APPENDIX D
(Continued)

karate
tough, hard
chopping, smashing, killing
it breaks bricks
karate

sun
hot, dry
heating, baking, burning
it lights the sky
sun

skiing
swift, exciting
gliding, soaring, falling
it's an icy sport
skiing

horses
wild, free
running, trotting, jumping
they are so free
horses

shadows
gloomy, dark
spook, frighten, terrify
they follow us everywhere
shadows

fish
colorful, fast swimming
moving, flitting, schooling
adding beauty to the ocean floor
fish

Hawaii
beautiful, exciting
fun, breathtaking, great
but crowded
Island Paradise

mountain
green, big
stands, supports, beckons
hard to resist
mountain
APPENDIX D
(Continued)

dog
friend, happy
runs, sleeps, eats
man's best friend
spot

building
tall, square
windows, floors, elevators
I like to look down
building

flowers
colorful, scentful
grow, blossom, die
give the world beauty
flowers

restaurants
good, bad
catering, cooking, serving
I'd rather eat home
restaurants

waterbed
fun, uncontrollable
bounces, shakes, swishes
reminds me of jello
waterbed

ocean
deep, long
angry, content, swift
unbeatable twilight of terror
ocean

Canada
cold, warm
skiing, playing, snowing
sliding down a mountain
Canada

sunshine
bright, beautiful
streaks, burns, tans
it's always there
molten gold
APPENDIX D
(Continued)

river
cold, frightening
flows, churns, sprays
holds the past and present
river

ice
cold, wet
drips, cracks, covers
lets us walk on water
freeze

ocean
blue, cold
stirs, froths, frightens
it settles, too
sea

school
cool, fool
learn, earn, sit around
not for horsing around
education

sky
blue, cloudy
smiles, frowns, frightens
never goes away
horizon

flower
colorful, pretty
blooming, blossoming, budding
expression of nature
flower

tree
tall, green
grows, shades, reproduces
makes homes for animals
tree

moon
big, round
I jump, I run, I walk
when I reach it
destination
The following are cinquain (five-line) poems of junior and senior high school English language students written on two diametric themes:

valleys
deep, wide
spreading so far
tall and steep
mountains

snow
cold, soft
ever so beautiful
running, flowing
water

birds
tiny, colored
nervous, always awake
watch out!
cats

smog
gray, unnatural
smells of burning
smells of life
air

TV
color, black and white
shows lots of programs
plays music and sports
radio

sun
hot, brilliant
warms the day
warms the night
moon

John
thoughtful, sensitive
helping, listening
thinks only of himself
George
APPENDIX D
(Continued)

food
appetizing, filling
satisfies one's stomach
too much, sickening
indigestion

nature
powerful, daring
impossible to conquer
destroys nature
civilization

friends
loveable, warm
choose carefully
can break your heart
enemies

summer
hot, wild
a time to remember
cold and dull
winter

The following are poems of junior high school Mexican-American
English language students. Within the framework of bilingual
education, they could have stimulated interesting Spanish language
counterparts.

SORRY

Sorry for the pie I ate
Sorry for the pots I broke
Sorry for the names I said
Sorry for the glass I broke
Sorry for the things I did.

HE'S THE ONE

He's the one who gets to go to the games.
He's the one that gets everything.
He's the one that gets to go everywhere.
He's the one that gets money all the time.
He's the one for ME!
APPENDIX D
(Continued)

AT HOME

At home I play,
At home I sleep,
At home I'm sick,
At home I'm well,
At home there's peace,
At home there's noise,
At home I'm happy,
At home I'm sad,
At home I eat,
At home I sleep,
But most of all it's Home Sweet Home.

I'M

I'm going somewhere
I'm leaving now
I've got to be going
I've got to go
I have no place to go.

MY MOUNTAIN ADVENTURE (written after seeing a film)

I climbed 3,000 feet,
So far up at the top,
I just couldn't stop,
If I fell I would go kerplop.

I was swinging from a rope,
Hanging from a slope,
So high in the sky,
If I fell,
I would go to hell.

I ran down the mountain in the snow,
I looked in the sky and it would glow,
I only went slow,
'Cause the wind would blow me away.

Junior High

is big,
has big green buildings,
has people of many different shapes and sizes,
has people of many different colors,
APPENDIX D
(Continued)

has many different subjects,

Junior High is a place everyone enjoys,

But won't say they do.
APPENDIX E

EXAMPLES OF SHORT WRITTEN WORK OF STUDENTS

The following are excerpts of student writing recently received. They show the great variety of feelings students may feel free to express. Some of these expressions, however, may not have been so free if names were required on the papers. The majority of these students are Mexican-American.

The question which stimulated the following responses was "What do people think of you?":

"People think I am dumb, stupid, and a jerk. I think I am not."

"My friends like me a lot."

"I think of myself as a nice girl."

"I'm weird, uncivilized, and funny."

"I don't know."

"I'm a nice person."

"I look ugly."

"I'm a friend or a buddy or a pal, and a nice guy."

"I try to behave and be a good student."

"I think I am a good student and I want to be educated and hope to be a teacher or a nurse."

"I think only some people like me."

"I think they think I'm ugly."

"I think some people think I'm funny. Some people think I'm stupid, and some people think I'm smart. So all together, different people think different things about me."
"I'm smart, ugly, and not liked very well, I get mad very often, I cry a lot, I'm short, and I have icky teeth."

"I ain't going to say nothing about myself 'cause I don't got nothing to say."

"I think I am nice, cute, funny, and very friendly."

"I am a nice person, but I talk too much. Who am I?"

"I think I have a good chance for football."

"Most people think of me as a really good friend."

"Some people may think I am nice. Some may think I am not. I don't think of myself."

"I think that I am cute, sexy, muscle-bound, perfect in every way, shape and form. No one is better than me in the whole world. I am the fastest, strongest, cutest, muscleboundest guy in the world. Let's just face it, I'm the greatest!" (This paper was signed.)
APPENDIX F
EXAMPLES OF STUDENT COMPOSITIONS

The compositions and portions thereof included in this section have been duplicated as clearly as was possible. The original copies, corrections, and translations, were returned to the students. The teacher explained that she had had their work duplicated so she could have copies to keep.

Number 1: This was written by a happy, enthusiastic seventh-grade girl.

Spanish

Tijuana
Las cosas más interesante de Tijuana son que hay muchas fábricas de vestidos, zapatos, abrigos, y bolsas de cuero, y que vienen muchas turistas. Dos lugares de mucha importancia son una de las saladeras más grandes, y una presa de agua. Hay un puente muy angosto que está encima de la presa, y pasan ahí muchos camiones, carros, etc.

El Clima de Tijuana
A la mayoría de la gente no les gusta el clima de Tijuana, porque no es fijo con las estaciones del año. Por ejemplo, hace mucho frío en los meses de Mayo, Junio, y Julio, cuando deben de hacer calor. No sabe nadie porque es así.

Cómo Vivía Yo en Tijuana
Naci en Tijuana hace trece años, y comence a ir a la escuela hace siete años. Hasta que tuve doce años, llegaba a la escuela a las 8:00 de la manana, y salía a las 12:30 de la tarde. Luego, entraba a la 1:00 de la tarde y salía a las 5:00.

Cuando tuve cinco años, mi papa y mis hermanos empezaron a trabajar en una fábrica de zapatos, y continuaban hasta ahora. Acudamos de venir aquí mis padres, mis hermanos, y yo, y estamos juntos.
The most interesting things to say about Tijuana are that there are many factories for clothing, shoes, overcoats and leather purses, and that it is visited by many tourists. Two important places are one of the largest salt marshes, and a large water dam. The very narrow bridge which passes over it is very heavily traveled by buses, cars.

The climate of Tijuana is very discordant and unpleasant for most people, because it does not change with the seasons of the year. For example, May, June, and July are very cold rather than hot, as they should be. No one knows why this is so.

I was born in Tijuana and lived there for thirteen years. I have attended school since age seven. School began at 8:00 AM and ended at 12:30 PM until I reached age twelve. At that time, my schedule changed to 1:00 PM until 5:00 PM.

When I was five, my father and my brothers worked in a shoe factory, and did so until now. We have just come here, and my parents and brothers and I are here together.

Number 2: The boy who did these pages came from Taiwan. Although he could not yet improvise in English, he was able to draw well. He decided to copy a picture of the Great Wall of China from the library book brought to class, and his mother helped him with the written material.

Number 3: These pictures and stamps accompanied a seventh-grade girl's composition.

Number 4: These stamps and drawings of Mayan artifacts accompanied a seventh-grade girl's composition. She came from San Salvador, El Salvador.
This paper was one of the three which students wrote in English. One year after he wrote the paper, this student was heard speaking articulate English.

Spanish

Nicaragua

Vine a California para estudiar porque se cayeron todas las casas y las escuelas de Managua como resultado del terremoto. Todavía viven en Nicaragua mis padres y un hermano. Están en Italia otro hermano, y tengo dos hermanas aquí en California. Vivo con una de ellas y su esposo.

Después del terremoto, nos trasladamos a la pueblita Tipitapa, que está situada veintidós kilómetros de la capital. Vivimos allí tres meses. De allí, montamos a caballo para la montaña, Mesas de Acicaya, donde estaban distribuyéndose alimentos de muchas ciudades del mundo.

English

Nicaragua

I came to California to study because all Managua's houses and schools collapsed with the earthquake. My father and mother and one brother are still in Nicaragua. Another brother is in Italy, and two sisters live here in California, one of whom I live with, along with my brother-in-law.

After the earthquake, we moved to a small town twenty-two miles from the capital, as did so many other people. The town is called Tipitapa, and we lived there for three months. From there, my father and I traveled on horseback to Mesas de Acicaya Mountain, where food from all the cities of the world was being distributed.

Number 6: One year after she wrote this composition, this student seemed no more able to speak English than she had seemed before, and her understanding of English was still minimal. Even Spanish language fluency and vocabulary selection seemed limited. In the year, development in either did not seem to have progressed. A bilingual education program may have begun to develop her fluency in both languages. In the English as a second language
program, she was required to read and write English long before she could understand and speak it, besides being taught English before she could read and write Spanish.

Spanish
Es mi pueblo muy chiquito, y hay dos escuelas regulares. Ni hace mucho frío ni mucho calor, sino está caliente. Crecen cebollas, canas, y muchas cosas más. Se fabrican bolsas de cuero, y lana, también. Es muy bonito ese lugar.

English
My town is very small, and has two regular schools. The weather is moderate: neither hot nor cold. Some products which are grown are sugar cane, onions, and much more. Leather is made into purses, and wool is made, as well. It is very pretty there.
En Tijuana lo único que hay que decir es que hay muchas fábricas de ropa, zapatos, abrigos, toallas de arroz, y se visitada mucho por los extranjeros.

También lo importante de Tijuana es que está una de las saladeras más grandes y hay una presa de agua, que para pasarla tienen que pasar por un puente que es muy angosto y pasan ahí botes, camiones, etc.

El clima de Tijuana es muy desordenado, a la mayoría de la gente no le gusta. Porque el clima no se fija con las estaciones del año. Los meses Mayo, Junio, Julio son el tiempo cuando debería ser haces calor y hace mucho frío. Nadie sabe porque está así.
Como viví en Tijuana:

En Tijuana yo viví durante 13 años. Algo nací y desde que cumplí los 7 años comence a ir a la escuela. Comence a ir a las 8 de la mañana y salir a las 12:30 de la tarde siendo este tiempo, durante donde hasta que tenia 12 años, de los 12 años comence a ir en la tarde mi hermano en la tarde iba haciéndose a las 1 de la tarde y salia a las 5 de la tarde.

Antes cuando yo tenia 5 años, mi padre y mis hermanos trabajaban en una fábrica de zapaterías. Y después que pasaron los años, nos vinimos a vivir aquí y hasta en esto a quien están mis padres y mis hermanos y estan aquí.
Number 2

长城

the wall of Ten thousand miles
(in order to defend enemy)
73. The wall of 10 to 100 thousand miles
so built on the hills in order to
make the defense easy.

6. The width of the wall is the same as
the width of a line highway.

7. The fort on the wall was built easy
eighty meters. Some of the fort
also called "the watching story"

8. Where the enemy attack there are going
in attacking action.

9. When the enemy attack in the dark
they (the people) release the fire to
smoke from the "watching floor"

10. When the enemy attack at night
people light the fire from
the "watching floor" to give a
dangerous signal.
Taiwan is located in the southeast Pacific Ocean. It is about four hundred miles away from China. The people of Taiwan are about fifteen million. Taiwan is a democratic government. It is also called Formosa because it is famous for its beauty. There has been a prosperous economy in the recent years. Taipei is the capital of Taiwan. The weather of Taiwan is almost similar to the weather of California. But it is rather humid.
Jardín  Ir al Pueblo
nuevo Guanajuato.

Cuando estén coronando a
la Virgen de mi pueblo
1970
Número 4

Derecho antiguo

Toma de días de la Luna

Signos de algunas medidas de tiempo acuñadas por los Mayas
Nicaragua

I came to California to study because we don't have school right now because all the houses and schools fell down with the Earthquake in Managua. My father and my mother are in Nicaragua and one of my brothers I have one brother in Italy and two sisters here in California. I live with my sister and my brother-in-law.

After the Earthquake my family and I move to a small town a 22 miles long from the capital there was lot of people from the capital. One time I and my father went to the mountain in horse the name of the mountain is Mas de acayco we, when there for distributed the food from all the cities of the world and we lived for three months in Tipitapa.
APPENDIX G

Examples of Word Searches

The words which are listed for the puzzle may be found within the puzzle either horizontally, vertically, or diagonally, and either forward or backward. When the words are found, they may be either circled or lined through.

Spanish Language Word Searches

Number 1: Números
Number 2: Verbs
Number 3: Actividades
Number 4: Colores y Opuestos
Number 5: El Trabajador y su Cuerpo

English Language Word Searches

Number 6: Numbers
Number 7: The Classroom
Number 8: People
Number 9: Time
Number 10: The Body
Number 11: Colors and Opposites
Number 12: Opposites
Number 13: Activities
APPENDIX G
(Continued)

**Número 1**

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<thead>
<tr>
<th>NÚMEROS</th>
<th>UNO</th>
<th>DOS</th>
<th>TRES</th>
<th>CUATRO</th>
<th>CINCO</th>
<th>SEIS</th>
<th>SIETE</th>
<th>OCHO</th>
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<tr>
<td></td>
<td>NUEVE</td>
<td>DIEZ</td>
<td>ONCE</td>
<td>SUCE</td>
<td>TRECE</td>
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<td></td>
<td>MENOR</td>
<td>TENER</td>
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### APPENDIX G
(Continued)

#### Number 2

**VERBOS**

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<th>APellido</th>
<th>TAMBién</th>
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<td>ADÉMAS</td>
<td>PARECIDO</td>
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<td>SOY</td>
<td>TENGO</td>
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<td>ERES</td>
<td>TIENES</td>
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<td>ES</td>
<td>TIENE</td>
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<td>SOMOS</td>
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</tr>
<tr>
<td>CONOCEN</td>
<td>SON</td>
<td>TIENEN</td>
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</tbody>
</table>
ACTIVIDADES

HALLE LAS PALABRAS DE LA LISTA DEBAJO, Y OTRAS NO REPRESENTADAS ALLY.

OPOARMOMOSMOETOISOS
RAHMLEERAOIOTELESS
OMCAJSANABRATSESOLO
RTOLDOELROREREQRAAEL
UDRILPRACTICARAUMACEA
GOQERAOMNLAAUJRIM
EYUEJURREAGOYTTERULA
SQEUECEALTREHARSMAN
NUSSUHNALETASPORJNEO
AITACAROTSECNLOABGOS
DEAOGBECASAEANTAPOI
ENNOPTLEELECNOGOTNLSE
VAEJUGARDEPORTESDES
EOEILLITTRAZEPMAAOOP
UATGLAMOOLHERACELTR
NJEMETMABEVEUJNE
SONISINUIARVINORAO
OMOAALMIOJLORSEEVUT
MABBUENOASPOBSALEVCS
ANOSABAROPOPTEREMIS
DDELRATUGLOSONIMINEV

SEGURO  VER  EMPEZAR  FÚTBOL
MEJOR  LUNES  VÓLÍBOL  DOMINGO
CLARO  BANDA  BALONCESTO  SÁBADO
NUNCA  BAILE  PRACTICAR  VIERNES
SIEMPRE  TENIS  NECESITAR  JUEVES
BUENO  JUGAR  MÉRCOLES  MARTES
EMPEZAR  TOCAR  ENSAYAR  DEPORTES
FELIZ
ORQUESTA
CONCIERTO
GUITARRA
BOLÍCHE
FÚTBOL
BEISBOL
APPENDIX G
(Continued)

Number 4

COLORES Y OPUESTOS

ROJO
NARANJADO
AMARILLO
VERDE
AZUL
MORADO
NEGRO
BLANCO
GRIS
MORENO
CAFÉ
PARDO
DORADO
BUENO
MALO
TIJUERDO
DERECHO
PLATEADO
CLARO
OSCURO
ROSADO
ALTO
BAJO
CERCA
LEJOS

ARRIBA
DEBAJO
DELANTE
DETRÁS
AQUÍ
ALLÍ
AK
ALLA
ESTOS
ÉSOS
ESTAS
ÉSAS

ELLOS
MUCHACHA
MUCHACHO
ÉSTE
ÉL
ELLA
SENCILLO
DIFÍCIL
FIN
PRINCIPIO
NUESTRAS
NUESTROS
NOSOTROS
NOSOTRAS
Number 5

EL TRABAJADOR Y SU CUERPO

ARTISTA
DOCTOR
ENFERMERA
INGENIERO
DENTISTA
SECRETARIO
COMERCIANTE
BOMBERO
COCINERO
SASTRE
CUELLO
BRAZOS
PIERNAS
MEJILLAS
FRENTE
OREJA

NARIZ
BOCA
LENGUA
DIENTES
DEDOS
MANOS
PIES
PELO
BARELLA
PESTAÑA
PÁRPADO
CEJA
OJOS
TOBILLO
MUÑECAS
CINTURA

CODO
RODILLAS
ESPALDA
CARTERO
LABRADOR
MAESTRA
PROFESOR
CHICO
NIÑO
ALUMNO
ESTUDIANTE
CARPINTERO
ZAPATERO
MOLINERO
ABOGADO
POLICÍA
SOLDADO
APPENDIX G
(Continued)

NUMBERS

ONE
TWO
THREE
FOUR
FIVE
SIX
SEVEN
EIGHT
NINE
TEN
TWENTY
THIRTY
FOURTY
FIFTY
SIXTY
SEVENTY
EIGHTY
NINETY
HUNDRED
FIRST
SECOND
THIRD
FOURTH
FIFTH
SIXTH
SEVENTH
EIGHTH
NINTH
TENTH
ELEVEN
TWELVE
THIRTEEN
FOURTEEN
FIFTEEN
SIXTEEN
SEVENTEEN
EIGHTEEN
NINETEEN
HUNDRED
APPENDIX G
(Continued)

Number 7

THE CLASSROOM

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<td>CUPBOARDS</td>
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APPENDIX G  
(Continued)

Number 8

PEOPLE

SNITROGENOYLPAPAHHER  
EAAACYTEALAESADITSO  
RROMDUBARYTSITRAION  
TESNEYTOAQALMRENFEA  
OMUABEEROWUJATEEOPAR  
LTRTMILMTSITNEDRT  
NEEHAIFORAEIGLIEGSI  
TGAGRENOAFMANROGSEES  
NOBIERQAKTRRESRNEVAT  
ATANGCONMCPEHCAETERL  
HSTUDENTAOOGHMAFREF  
CLDOESIRBOVDIRTTIAYIT  
REONAIPTIKAYALROEMVR  
EAWAREYWLGOODRLANAO  
MRNUNYPPAHBOBDRUFL  
EMITECEYLECINEHIESHI  
XEESAPOLICEMANALTEA  
ARTABLESBOLKRLREOMT

MAILMAN  DOCTOR  COOK  
WORKER  FARMER  BOY  
TEACHER  NURSE  GIRL  
CHILD  ARTIST  MAN  
SECRETARY  TYPIST  WOMAN  
STUDENT  CARPENTER  
ENGINEER  POLICEMAN  
SOLDIER  FIREFRMAN  
MERCHANT  TAILOR  
DENTIST  LAWYER
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THE BODY

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COLORS AND OPPOSITES

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<td>THESE</td>
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<td>BAD</td>
<td>DARK</td>
<td>THOSE</td>
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<tr>
<td>THEM</td>
<td>RED</td>
<td>PINK</td>
<td>THIS</td>
</tr>
<tr>
<td>US</td>
<td>ORANGE</td>
<td>SHORT</td>
<td>THAT</td>
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<td>HIM</td>
<td>YELLOW</td>
<td>TALL</td>
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<td>NEAR</td>
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</tr>
<tr>
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<td>GRAY</td>
<td>BACK</td>
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### APPENDIX G
(Continued)

**Number 12**

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<td>BEGIN/START/END/FINISH</td>
<td>END/MIDDLE/CENTER</td>
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<td>BEFORE/AFTER</td>
<td>UP/DOWN</td>
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<tr>
<td>NEAR/FAR</td>
<td>OVER/UNDER</td>
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<tr>
<td>STOP/GO</td>
<td>LIKE/DISLIKE</td>
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<td>BUY/SELL</td>
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Number 12

OPPOSITES

OTHOODCDDCDKTHCSGRLCTHVLCTCTG
NCUGMCOKGBDECDTOLTHSETLOW
TCTPDNUTSENOHVYIKUNKSTOVUNJS
PTVGGKTSTSESMMSHRHOKPREYTYSS
PCBLNAYFELFELFUEGUNOTINILULU
SMEFEDOELUUPCFDFOPOOHATR
HKKGFWAULRHYNONOVDFAITYEAE
CDLYDUNCMRAWTCTRSHIATSPA
NPLNARROWYAROOPASWNALFURAVFT
OYSDLCRANWIDELURFEAPITSEVKHI
TPHELUNOYLRAEBOERRAEPITACGHA
TADSVOVRNOTOBRLKLYTCYIGEI
SRRUESHHTAHYTVFERACWULASARL
EEEPREYHSIHSHSLTSABRLGEBES
UHTYDPSIVYIVEDSMFBUOISHP
QTNCVDUPNRPRKMEYTESSOCWDETU
KLEEEEDCDALOOCARWJEUPYTRNQD
OECRALRRBDHUSBAFREVAELTOO
SAJSEACTIONLLEMBLAEQMEHTGID
JVGPOPQOEDASFFACARIYETLYEE
LYCJHTKVGHWNODRAFVDESOLCHTT
DTPGNOEENPOUROOQUERARHNSTPA
TPKEEGNSDMPLEASYNTWOLWAML
JMSSHSSULLATLZWTLNLEVEMEAHE
KEDTAFGNDULLSOBOATEFDCGSAESR
RRFRHRICHFLRONHUNLWRTAHLTU
OLOAGWOSLE00ARGVTGFASTONL
RHSHTJMNTSICKVEVGNUYNNHSTIF
SESGLTHTGWOLESEVSNPEXILEYFE
PAOPTRLFEMOSDNAHETUNXGHGIRLA
ASNGAJREFINEJUNDEOCHFRPIDFGT
NVOTEFNDSLFUJTUAEBLIDNBNWMDJU
ZPSIUDNBEGINSUTGEBOXHUHEPZINC
OJTRILVEVCGTSENOHISISAGLMAH
MHUEBNSJOSPLEASTDYRUNPLANOH
### ACTIVITIES

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<td>BAND</td>
<td>FRIDAY</td>
<td>BAND</td>
</tr>
<tr>
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<td>VOLEY BALL</td>
<td>MONDAY</td>
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<td>BOWLING</td>
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<td>ALWAYS</td>
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<td>ALWAYS</td>
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**Number 13**

**APPENDIX**

(Continued)

**PAYY01~~SSABARNTTOT**

**OAESEBOBEATHORNOHEAVY**

**TTYARI BATH EMIT NDENAYDA**

**SIEGIRL CCDLEABROBANT**

**ELLAXEK SABECNEVOLODAS**

**CALTATSPEHACRECCOSHI**

**DTITRECNOCEETIUTAKETOT**

**PPSUEIHROFLISTEGBWNOOD**

**SEIECFOOTBALLQHCBERSDON**

**TGTSTOSRAIAUUDAMCEIK**

**AERDEANWABABBERTRRAWCK**

**YGAAOSATURDAYESASSPOKW**

**ANYYAYRAISURENDTROLRII**

**DIMAAASESCOLDASEDBALLT**

**ALODEDTIMELAYTTHYEEH**

**RNNOONIOLARGODETARLDO**

**NORUSUUREAREVENPEODEAEU**

**MBOSSSGIFORTEHIALABOSSTT**

**OYBENIGEBEANRONTLISPOS**

**START**

**BEGIN**

**BETTER**

**NEVER**

**GOOD**

**GUITAR**

**FOOTBALL**

**SPORTS**
APPENDIX H

Additional Activities

Following are brief descriptions of additional language games and activities which can be substituted for other activities or added to programs.

1. **Bingo** (called "Lingo" for Language): Teacher reads words or phrases which students write in any of 30 squares. When cards (papers) are filled, teacher calls off those he or she picks out. Winner must correctly spell all items he has covered.

2. **20-Question Game**: The teacher selects an object about which she answers only 20 questions. The teacher writes the questions and answers on an overhead transparency.

3. **Fill-ins**: Provide ditto copies of song lyrics from which some words are missing. Students listen to tapes or records which contain all the words, and they try to fill-in the missing ones.

4. **Teacher Dictation**: The teacher orally dictates something interesting, suitable, feasible and probably short. Students correct their own work from an overhead transparency or reproduced individual copies of the material.

5. **Build-a-story**: Students provide portions of a total story, or create original endings to given stories.

6. **Incorrect dictation**: The teacher dictates incorrect sentences, which students are supposed to write correctly.

7. **Unscrambling words**: Students correctly spell words in which the letters have been mixed-up.
APPENDIX H
(Continued)

8. **What happened, or What is about to happen?** Oral or written responses to pictures, teacher's, students' pantomimes.

9. **End a story:** Students are asked to provide story endings.

10. **Cognates and false cognate study:** Have students offer words bilingually which sound alike, some of which are real cognates and some false (e.g., "asistir" is Spanish for "to attend" not for "to assist").

11. **Word Search:** The many varieties of this activity are better exemplified than described; see the Appendix.
**ADDITIONS AND CORRECTIONS FOR PROJECT OF CLAIRE LOIS SILVERMAN**  
**MAY 1975**

<table>
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<td>1</td>
<td>these</td>
<td>those</td>
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<td>8</td>
<td>10</td>
<td>two language serve</td>
<td>one languages serves</td>
</tr>
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<td>(begins with &quot;Trolke&quot;)</td>
<td>elder</td>
<td>elder</td>
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<td>20</td>
<td>(center, begins with &quot;many&quot;)</td>
<td>add a period after &quot;discussions&quot;</td>
<td>capitalize One</td>
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<tr>
<td>33</td>
<td>(low center, starts with &quot;U.S. Commission on Civil Rights&quot;)</td>
<td>add a comma after &quot;Ofice&quot;</td>
<td></td>
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<tr>
<td>36</td>
<td>(bottom, after &quot;/1/&quot;</td>
<td>close parenthesis after &quot;teeth&quot;.</td>
<td>Peter Yarrow</td>
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<td>37</td>
<td>(before Paul Stookey &quot;most difficult&quot;</td>
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<td>66</td>
<td>1</td>
<td>for the puzzle</td>
<td>each</td>
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<td>82</td>
<td>#10, line 3</td>
<td>add a comma after &quot;attend&quot; add &quot;and&quot; at the end of the same line</td>
<td>add two poems</td>
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**THERE'S A TIME**

There's a time to live, and  
There's a time to die, and  
There's time for cars to whizz on by, and  
There's time for laughter, and  
There's time to follow the golden rule.
IF

If I were a butterfly
I would have pretty designs on my wings.
If I were a clown
I would make everyone laugh.
If I were a cat
I would curl up in my master's lap.
If I were a boat
I would float to Hawaii.
But since I'm just me
I'm just the way my Mom loves me.
APPENDIX I

Additional Teaching Material Sources

Educational Material Stores

Los Angeles Public Library booklists

Los Angeles City Unified School District booklets, and curriculum and teaching guides

Excerpts from or entire textbooks

College libraries and educational material labs

Folkways and other record company catalogues

Additional Records and/or songbooks by artists such as the following:

The Weavers; Peter, Paul, and Mary; Harry Belafonte;

Pete Seeger; Theodore Bikel; The Kingston Trio;

The Limeliters; Glen Campbell; John Denver.